



Latin 1 - Unit 5 - Ab Urbe Condita - From the founding of the City

Unit Focus
<p>Unit 4, Ab Urbe Condita, transitions the Latin student from studying Roman entertainment to studying Roman politics, especially through the rhetoricians of the Republic. Students will be given an overview of the city under the rule of the monarchy, the beginning stages of the Republic, and study the tools and speeches of politicians who shaped the Republic.</p> <p>Students will continue their study of nouns and adjectives by delving further into the Dative Case, including the dative of possession, comparative adjectives, and dative nouns with Special Verbs.</p> <p>Students will further their understanding of verbs by learning how the verb forms change in the 2nd, 3rd, and 4th conjugations for the present, imperfect, and perfect tenses. .</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics • C.1.3 Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers <p>C.2 CULTURES - Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. <p>C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career</p>	<p>T1 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.</p> <p>T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</p> <p>U2 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people.</p>	<p>Q1 How does the government reflect the culture and history of a people?</p> <p>Q2 How does an author influence his audience?</p> <p>Q3 What am I trying to say and how do I say it?</p> <p>Q4 How do cultural products and practices reflect the beliefs and values of a people?</p>
ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE	SKILLS	
<p>K1 Functions of the Dative: Dative as Indirect Object, Dative of Possession, and Datives with Special Verbs</p>	<p>S1 Using English derivatives to help find the meanings of Latin vocabulary.</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p><i>related situations</i></p> <ul style="list-style-type: none"> • C.3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. <p><i>C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence</i></p> <ul style="list-style-type: none"> • C.4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • C.4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding. 	<p>K2 Mnemonic Poem for verbs that take the dative. Injure, favor, help and please Trust, distrust, command, displease Serve, obey, indulge, resist, Pardon, spare, are on the list! Add to these believe, persuade, Threaten, envy, and dissuade</p> <p>K3 Formation and Translation of comparative adjectives.</p> <p>K4 Vocabulary and derivatives to the Vocabulary Checklists, 9-11.</p> <p>K5 Structure of the Baths, Baths of Diocletian, Cloaca Maxima</p> <p>K6 The Kings of Rome: Romulus, Numa, Tullius, Ancus, Tarquinius Priscus, Servius, and Tarquinius Superbus</p> <p>K7 The structure of the Republic, along with an in depth view of Cicero and the speeches he gave (In Catalinam)</p> <p>K8 Roman education for citizens, focusing on Rhetoric</p>	<p>S2 Supporting ideas using Latin-based evidence to compare Roman culture to our own.</p> <p>S3 Analyzing the Latin roots in English words in order to determine the meaning of the English vocabulary</p> <p>S4 Analyze and emulate Roman rhetoricians in order to understand persuasive public speaking.</p> <p>S5 Comparing Latin grammar to English grammar to acquire a better understanding of both.</p>
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